



St Anthony's Voluntary Catholic Academy

SEND Information



ST ANTHONY'S
VC ACADEMY

Type of School	Voluntary Catholic Academy
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Specialist Provision	None
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Admissions:

Pupils with SEN are allocated places in two distinct ways: Those pupils with a Statement of EHCPs have a separate admissions procedure overseen by Hull Local Authority's SEN team. Those pupils who have SEN but do not have a statement or EHCP are admitted via the normal school admissions criteria .

Staff:

SENDSCO: Mrs J Thompson



Head of School: Mrs J Storch



Our school is committed to nurturing children and trying to ensure that they make the best possible progress to achieve their full potential.

How we support and meet the needs of pupils with Special Educational Needs at our school

Question:	School Response:
<p>How does St Anthony's know if my child needs extra help and what should I do if I think my child may have special educational needs?</p>	<p>The progress of all pupils is monitored regularly by class/subject teachers and the senior leadership team, so that when a pupil is not making expected progress in an area of learning the school can quickly identify the need for additional support. This is then be discussed with parents/carers and the pupil concerned.</p> <p>If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Needs Coordinator (SENDCO) as appropriate who will contact you if applicable to further discuss your concerns.</p> <p>St Anthony's school has a clear referral process to help children with additional needs. This could be at any point throughout the year.</p> <p>Following any cause for concern, pupils who are not making progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS, Northcott Outreach, Whitehouse Outreach and the Speech and Language Therapy Service.</p> <p>Baseline assessments are carried out as all children enter FS1 and FS2. Reading tests are used to assess children. We have a range of diagnostic tests to help us to further identify pupils' needs. Recommendations are put in place following assessments carried out by outside agencies.</p> <p>The SENDCO oversees any intervention programmes and ensures that staff working directly with pupils are fully trained and that training is updated yearly, or when needed. Pupils with specific communication and interaction difficulties (Autism, Asperger's, Global Delay and Down Syndrome) are supported by the school's speech and language therapist, outreach team from Northcott and Tweendykes special school. The SENDCO regularly liaises with the outreach teams to plan targeted support for individual pupils.</p>

	<p>Our school is committed to nurturing children and trying to ensure that they make the best possible progress to achieve their full potential.</p>
<p>How will St. Anthony's staff support my child?</p>	<p>As a school we strive to meet the needs of ALL pupils to fulfil their potential. Our carefully mapped and tailored curriculum engages pupils and encourages them to show their 'Sparkle.' To support your child we ensure that Quality First Teaching takes place in all classrooms. Where additional support may be required, our provision maps and pupil passports for SEND pupils shows the range of interventions in place in our school which may be used. When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If the pupil meets the criteria for special educational needs or disabilities (SEND), a pupil passport will be created, detailing the exact support the pupil will receive.</p> <p>We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.</p>

How will the St. Anthony's curriculum be matched to my child's needs?

Our engaging, sequenced and tailored curriculum reflects the needs and interests of our school community at St. Anthony's. At St. Anthony's we ensure our curriculum offer allows pupils to show their 'Sparkle'. Our careful sequencing and progression ensures pupils build on prior knowledge to ensure long-term learning takes place. Where additional support is needed, all teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.

Clear scaffolding and support is planned for groups and individuals daily according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or visuals to support them to understand new vocabulary. In addition, groups, also called intervention groups, may be run:

- in the classroom or outside;
- by a teacher or a teaching assistant who has been trained to run these groups;
- by a specialist from outside the school such as a speech and language therapist.

Further specific support may also be provided through a Statement of

Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

The curriculum is adapted for pupils when necessary, either through support, scaffolding, differentiated learning challenges, adaptations to furniture or classroom environment.

Pupils with dyslexia or other reading/ writing/ spelling diagnosed conditions will be provided with reading and writing overlays, as identified through a visual stress assessment and away from environmental distractions (e.g. light from a window, seating position) All children with identified Dyslexia will also follow a daily support programme using one of the following schemes – precision teaching, reading fluency or phonological awareness programme.

Pupils with ASD (Autism/Aspergers) will be provided with a quiet learning space for 1:1 learning activities. This maybe within the classroom or elsewhere to avoid environmental disruptions and provide a quiet space for working.

<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>At St. Anthony's we pride ourselves on our close and positive relationships with parents. Communication is at the forefront of what we do. If your child is on our SEND register there will be an opportunity 3 times a year to come and speak to the SENDCO in a 1:1 meeting. This will be to celebrate your child's achievements, discuss next steps and go over any concerns you may have. In addition, there is the opportunity for discussion with the class teachers on the playground each day. Annual reports and once termly Parents' Evenings give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting. After the child's additional support plan has been written this will be sent to parents to ensure they are aware of what their child is doing at school and what they need to do at home. Parents will be invited into school to discuss</p>
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	<p>this plan. Advice will be given as to how parents can support their child at home.</p>
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What support will there be for my child's/young person's overall wellbeing?

The well-being of all of our pupils is our primary concern at St Anthony's. We have a dedicated pastoral team which is there to support the wellbeing and emotional development of your child. Your child is supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) are integral to our curriculum and are also taught on a weekly basis.

Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need. This may include attending 'ELSA' group with Miss Walker.

Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.

We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place. Pupils' views are sought through Pupil Voice. In addition, all pupils are included in the creation of their pupil passport.

<p>What specialist services and expertise are available at or accessed by the setting / school / college?</p>	<p>Teaching assistants working with ASD pupils are given regular support and training where required from the speech and language services looking at the use of PECS (picture, exchange programme) and social communication programmes. Training is continuous and changes over time as the pupils develop.</p> <p>All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p> <p>Educational outside agencies include: Educational Psychology (EPS); Behaviour Support (BS); Learning and Language Support (LLS); Outreach Services, including ASD; Specialist health services such as Speech and</p>
	<p>Language Therapy (SALT); Integrated Physical and Sensory Service, which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI) and Physical Disability Service (PDS); Occupational Therapy (OT); Physio-therapy (PT); Child and Adolescent Mental Health (CAMHS); Behaviour Clinic, other health professionals. We work with Social Services, Hull Family Support and Community Police.</p>
<p>What specialist services are available?</p>	<p>Services Include:</p> <ul style="list-style-type: none"> • Educational Psychologist Service • Tweendykes Special School support • Northcott Outreach Support • Speech and Language Therapist Service • NHS Speech and Language therapist service • IPASS – Integrated Physical and Sensory service • Whitehouse/Bridgeview Outreach Support • Physiotherapy service • Occupational Therapy Service • KIDS – Parent Partnership • School Nursing Team • Health Visitors • Portage Service • Early help teams • Dyslexia screeners (including Dyslexia Sparks)

	<ul style="list-style-type: none"> • Trauma Centre • Therapists including art and pet therapy. • Children’s University
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Our ‘Sparkle’ curriculum and inclusive school ensures that all pupils are offered a curriculum outside the classroom. Our Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.</p> <p>Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.</p>
<p>How will St Anthony’s prepare and support my child to join the setting transfer to a new setting / school / college or the next stage of education and life?</p>	<p>We have an Induction programme in place for welcoming all new learners to our setting. We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils’ learning and well-being at transition. Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.</p> <p>In Reception: There are induction events during the summer term for all children who are joining the Foundation Stage in September. The reception class teacher/teaching assistants will arrange individual home</p>

	<p>visits for appropriate pupils. The SENCO may arrange additional visits for children identified as having SEN and additional meetings will be arranged with parents and any other agencies who have been involved with your child.</p> <p>In Year 6: The Year 6 teachers and/or SENCO will discuss the specific needs of your child with the SENCO/Inclusion Manager of their secondary school. The new school are invited to attend any reviews that we hold before your child transfers to them. Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.</p> <p>A range of strategies, suitable for your child, may be used to support them at the time of transition. For example, if your child would be helped by a book/social story to support them understand moving on, then it will be made for them.</p>
<p>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</p>	<p>Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.</p> <p>The school will use its SEN funding in the most appropriate way to support your child. This support may include some individual or small group teaching assistant support but this may not always be the best way to support your child. The funding may therefore be used to put in place a range of support strategies. SEND funding may also be used to purchase specialist equipment or support from other specialist support services etc. There are regular meetings to monitor the impact of interventions and SEN provision.</p>

<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Quality First Teaching (Wave 1) is clearly defined in our school and we expect all staff to deliver this.</p> <p>Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention.</p> <p>The SENCOs oversee all additional support. Additional assessments from outside services, such as an educational psychologist, Language and Learning Support Service, and a speech and language therapist, will help us decide what type of support and resources are needed.</p>
<p>How are parents involved in St. Anthony's? How can I be involved?</p>	<p>It is imperative for our school to work alongside parents and families for the best interests of all pupils. We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations. We operate an open-door policy to allow parents to contact their child's class teacher with ease.</p>